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ABSTRACT

This monograph provides: (1) a brief review of the status of irregular certification policies in the states; (2) relevant research studies on regular certification versus irregular certification; (3) implications of alternative, emergency, and out-of-field certification; and (4) recommendations for responding to the teacher shortage problem while maintaining quality in the teaching profession. Appendixes contain a listing of alternative certification policies by states, and a table displaying requirements, limitations and frequency-of-issuance of substandard, limited or emergency credentials by states. (JD)

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What Research Says About:

IRREGULAR TEACHER CERTIFICATION POLICIES

Number 3

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Professional and Organizational Development/Research Division

Foreword

Increasingly, the focus of today's education debate will be on classroom teachers—their preparation and practice. This will lead to much closer examination of the system of checks and balances which attempts to assure the integrity of the teaching certificate and, hence, the integrity of the education profession itself. Many questions/issues beg discussion, clarification, and resolution by the profession and the Association. This summary will review the status of irregular certification policies in the states, research studies on teacher certification, and the implications of irregular certification practices. Finally, it offers recommendations to our state affiliates for responding to the teacher shortage problem while upholding quality in the teaching profession.

March 1986

IRREGULAR TEACHER CERTIFICATION POLICIES

Number 3

IRREGULAR TEACHER CERTIFICATION POLICIES

The Context

Growing concern over the reduced numbers of students entering teacher education programs and the impending teacher shortage has renewed the debate on teacher supply and demand issues. One controversy in the debate centers on the issuance of irregular teaching credentials that are referred to as alternative, emergency, and out-of-field certificates. While these approaches to certification are intended to ease entry into the teaching profession and expand the teacher candidate pool, they fly in the face of the expressed national concern for maintaining quality in the teaching profession. Moreover, in discussions about these approaches to certification, there is considerable confusion regarding the use of terms. This lack of clear meaning makes it difficult to interpret words used in state policies on irregular teacher certification, thus exacerbating the problem of accurately responding to a surge of member inquiries on the subject.

An example of the confusion concerning terms lies in the use of the words 'alternative' and 'emergency' certification. Some of the literature reveals that these words are often used synonymously as shown in the Appendix, Exhibit A. Occasionally, a time distinction is made between the two routes to certification: 'alternative' signifying a permanent period and 'emergency,' a temporary duration. Distinctions are more often than not muddied.

Except where otherwise noted, for purposes of this summary, the following definitions are used:

- *Alternative certification* is a policy that bypasses teacher education programs and seeks to minimize pre-entry requirements for the teaching profession. It sees persons who enter teaching under this system as learning on the job under certain conditions determined by the particular policy in question. (Hawley)

  Alternative certification is generally recognized as a practice that has come into popular use during the past several months.

- *Emergency certification* is the temporary issuance of credentials to degreed and nondegreed people who have not fulfilled the requirements for regular certification. There is an expectation that these individuals will either obtain the necessary credentials or be replaced by regularly certified persons. Emergency certification is a practice that has been in existence for a good number of years. (Ashburn)

- *Out-of-field certification* is the third type of irregular teaching credential that is frequently a corollary to emergency certification. This approach to certification permits individuals to teach certain subjects in which they are not certified although these persons do hold certificates to teach in some other content areas.

  Having defined various irregular approaches to certification, the question becomes: 'What is *regular* teacher certification?' One expert (Koff) defines it as a process designed to ensure that individuals seeking to enter the teaching profession meet minimum standards of competence. Another scholar explains that through this process, teacher education institutions and state departments of education "certify" that certain graduates have met specific minimum standards, thus recommending them for licensure by the state. (Ashburn).

In order to help Association leaders keep abreast of the emerging trend to alter standard teacher certification practices, the following data and information will provide:

- A brief review of the status of irregular certification policies in the states
- Relevant research studies on regular certification vs. irregular certification
- Implications of alternative, emergency, and out-of-field certification
- Recommendations for responding to the teacher shortage problem while maintaining quality in the teaching profession

STATUS OF IRREGULAR CERTIFICATION POLICIES IN THE STATES

Currently, nearly all of the states report some type of irregular certification policy as shown in Appendix I and Appendix II.

Appendix I shows that 35 states have policies that provide for "alternative" certification which appears to include both emergency and out-of-field certification. Nine states (Hawaii, Idaho, Montana, Ohio, Oklahoma, Tennessee, Utah, Washington, and Wyoming) make no provision for alternative certification; six states are recorded as not having responded to the survey.

Appendix II shows a state-by-state breakdown of the requirements, limitations, and frequency of substandard, limited or emergency certification. It is not clear from the data whether these three broad terms include alternative and out-of-field certification. The problem is further compounded because the title of Appendix II seems to indicate that the terms 'limited' and 'emergency' are used to signify the same type of certification. Confusion in definitions, as mentioned earlier, may account for apparent discrepancies between Appendix I and Appendix II.

Appendix II further reflects that: (1) in the majority of states all that is necessary for a school district to secure approval to hire someone under emergency procedures is a statement of need and (2) teachers need only six semester units to renew their emergency certificates. The table also highlights the fact that in 1982-83, one-fifth of the states reported that 4 percent of the total number of teaching credentials issued fell into the emergency, substandard, or limited categories.

Alternative certification, meaning a policy that bypasses teacher education programs and seeks to minimize education requirements for entry into teaching, applies only to the alternative routes available in New Jersey, Texas, and more recently Vermont. New Jersey's controversial program differs from other types of irregular certification programs in that it is the first to offer district administered training programs leading to teacher certification. Under a provisional contract, school districts can hire college graduates who have not been through teacher preparation programs. However, the graduates must pass competency tests in the areas in which they plan to teach. Once such individuals have successfully completed the local teacher training program, the district can recommend them for state certification. (Cooperman)

RELEVANT RESEARCH STUDIES ON REGULAR CERTIFICATION VS. IRREGULAR CERTIFICATION

A review of the research yielded three relevant studies which document the basis for the claim that fully certified teachers are more effective and more satisfied than those with irregular certification. That research is summarized as follows:

- Using administrator ratings, one researcher found significant differences favoring professionally certified teachers over those who were provisionally certificated. The differences were found in the areas of moral and social ethics and teaching (skills) ability. (Gerlock)
- A study was conducted to examine such areas of interest as teachers' attitudes toward middle school, educational concepts in the middle school, job satisfaction, and professional recommendations for middle school teacher preparation and certification. In the study certified middle school teachers were compared with other middle school teachers. The fully certified teachers had greater job satisfaction, greater employment stability, and showed stronger support for undergraduate middle school teacher education programs than their counterparts. (Gillian)
- Perhaps the most extensive examination of the difference between teachers who had completed a professional sequence in education and those who had not was reported by Bledsoe, Cox, and Burnham. Using a longitudinal study and an in-depth study of beginning teachers, the professionally certified teachers were found superior to teachers without the professional sequence. Areas examined were role expectations, self-concepts, personal and professional characteristics, performance as perceived by pupils overt classroom behavior of teachers and educational attitudes. (Bledsoe and others)

IMPLICATIONS OF IRREGULAR CERTIFICATION POLICIES IN THE STATES

Ashburn cites three major implications of irregular approaches to certification; namely, a reduction in the profession's capacity to maintain standards for teachers and improve standards for professional training; a decrease in the number of qualified teachers as these individuals become discouraged from seeking employment because positions are filled by unqualified candidates; discouragement of research into effective educational practice. (Ashburn)

To provoke further thought around these and other implications of alternative, emergency, and out-of-field certification, consider the following observations of well-known experts on the subject:

- The architects of New Jersey's alternate certification system have stripped that state's certification requirements of anything that could possibly be mistaken for a sign of rigor, have substituted for a four-year program of professional preparation directed by professional educators a twenty-five day "instructional package" directed by departmental bureaucrats, and express confidence that their alternate route "will...give traditional teacher education programs competition that could invigorate the entire profession." (Bacharach)
- There are a number of powerful philosophical objections to the New Jersey apprenticeship model. In the long run it may sacrifice a more genuine professionalism to the expediencies of recruitment. (Sykes)
- The extent of out-of-field teaching on a state-by-state basis is difficult to determine. Nonetheless, the evidence that is available confirms that the practice is a common response to teacher shortages. For example, a New Hampshire legislative report noted that 68 percent of the state's physics teachers and 48 percent of its chemistry teachers were not certified in their respective areas. (Bacharach)
- In 1981, 45 percent of North Carolina's 4,700 math teachers were not certified in math; 21 percent of the out-of-field group taught a full load of math classes. (Vetter, 1984)
- School districts will place a social studies certified teacher in a math classroom and thereby seem to disregard the profession's interest in specialized training for its practitioners. State education agencies tacitly approve. Questions are raised in the minds of teachers as well as noneducators: What is the justification for requiring a major or minor in math for certification if out in the field, a social studies major will do just as well? (Masland)
- Wherever teachers are doing a poor job of preparing their students, it is reasonable to examine the relationship between unacceptable instruction and out-of-field teaching. (Masland)
- The AACTE (American Association of Colleges for Teacher Education) Task Force on Teacher Certification has been unable to discover any other state-licensed occupation for which "emergency" certification exists. (Bacharach)
- The many factors that discourage qualified people from entering and remaining in the teaching profession are converging at a time when teacher retirements and student enrollment trends are leading to increased demand for teachers. As a consequence, it will be necessary to hire and retain large numbers of marginally qualified people in teaching unless major changes are made in the structure of the occupation. (Darling-Hammond)

SUMMARY NOTE

The insight and research of experts from the sources reviewed indicate serious concern for any program that circumvents standards of quality in teacher certification. Indeed, there is strong advocacy for the posture that teaching positions should be filled by educators who have completed a teacher preparation program in an accredited institution and who hold appropriate certificates.

RECOMMENDATIONS

The Association, along with its educational allies, must take the initiative in proposing solutions to meet the growing teacher shortage. Various initiatives proposed by the Association urge that:

- the public demand an accounting of uncertified personnel
- all certified teachers post their framed teaching certificates in their classrooms to let the public know who is qualified to teach
- states consider legislation that would bar the hiring of unqualified teachers and require school districts to make public reports on the number of noncertified teachers and the courses they teach
- states enact interstate reciprocity agreements to allow qualified teachers to move from state to state without losing credit for teaching experience and benefits
- states identify qualified teachers who are no longer teaching—many of whom lost or could not find positions during previous years of teacher surplus
- the U.S. Department of Education establish a national clearinghouse to help states locate graduates from accredited teacher-preparation programs

Using such ideas as a springboard, state and local Association leaders can develop effective proposals for helping to solve the teacher shortage problem, thereby warding off policies that make a mockery of education reforms concerned with improving standards for quality teachers and education.

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Appendix I

Extracted from: *Teacher Education Policy in the States: 50-State Survey of Legislative and Administrative Actions*. American Association of Colleges for Teacher Education. Washington, D.C., 1985.

Alternative Certification Policies in the States

State	Alternate Certification
Alabama	In critical shortage areas (at a superintendent's request) a provisional certificate may be granted to a student with a bachelor's degree who has passed the Alabama Initial Teacher Certification Test. The individual must complete nine units or one year of professional coursework. This certification option is rarely used.
Alaska	Did not respond to Survey.
Arizona	A bill currently under consideration by the legislature would create a "teacher associate certificate" for individuals who have not completed an approved teacher preparation program. In mid-February, project "Partner" was announced. Eight to ten school districts, in cooperation with approximately 15 high tech industries, will implement a 15-month teacher preparation program for students with bachelor's degrees in mathematics, science, or foreign language. The program calls for a summer immersion in professional studies followed by one semester of supervised full-time classroom instruction. Salaries will be paid by LEAs[1] and the interns will spend the second semester of the school year working in their fields of interest for the private sector. At that point, their salaries will be paid by the employing industry.
Arkansas	The deans from nine colleges of education have proposed an alternate certification procedure. An applicant must have a bachelor's degree and must work with an SCDE[2] to meet minimum professional and subject area requirements.
California	A student with a bachelor's degree who meets the C-BEST[3] requirements may enter a two-year internship under a mentor teacher. This is applicable only in districts that have chosen to participate in the Mentor Teacher Program. Certification through this program is limited to secondary-level teaching. Mentor teachers assist the intern who, at the end of two years, may be recommended for full certification. LEA-IHE[4] cooperation is reported in the development of professional programs for alternate certification candidates.
Colorado	An individual may be certified if he or she has a bachelor's degree, scores in the 75th percentile on the NTE,[5] meets course requirements in the teaching subject, completes an approved teacher education program within three years, and participates in an intensive workshop at and SCDE before employment.
Connecticut	The state has under discussion an alternative certification program through which students with a bachelor's degree or higher would be given provisional certification following (1) the completion of a special summer training program and (2) a year's internship during which candidates would take appropriate professional preparation classes. This alternative program will not be available until 1986.

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Alternative Certification Policies in the States (Continued)

State	Alternate Certification
Delaware	A Special Committee on Critical Curricular Areas has issued a report recommending several ways to obtain full standard certification for the person who (1) has a bachelor's degree in a subject designated as a critical curricular shortage area, and (2) has met the P-PST* requirements. Issued a Limited Standard Certificate, these individuals may thenparticipate in (a) summer institutes, (b) LEA or teacher center inservice training, or (3) formal professional instruction. The individual would have one to three years to complete a state-approved program to receive the Full Standard Certificate. Most programs would be cooperatively run by the three institutions of higher education that prepare teachers in Delaware. Critical areas include: mathematics (grades 7-12), chemistry, physics and physical science, and exceptional education. Computer science and library science are recommended additions for 1985-86.
District of Columbia	Did not respond to Survey.
Florida	A legislative mandate has created an alternative certification route. Arts and Sciences graduates with a 30-hour major in a certifiable area may obtain a temporary certificate and complete a modified Florida Beginning Teacher Program. A reduced class load and supervision/evaluation are part of the first-year program for these persons. No money has been appropriated to implement the program and the State Board of Education has not created the regulations that are required before the program can go into effect.
Georgia	A proposal advanced by the governor's commission includes a probational certificate for prospective teachers with a bachelor's degree who have not taken any teacher preparation courses. Candidates would be required to take five quarter-hours in human growth and development, achieve a passing score on a content specialization test, and complete a teaching internship.
Hawaii	No policy on Alternate Certification.
Idaho	No policy on Alternate Certification.
Illinois	"Teacher certification flexibility" is recommended by the Bakalis Report to allow options for personnel recruitment in specialized or scarce subject areas.
Indiana	Did not respond to Survey.
Iowa	Did not respond to Survey.
Kansas	A provisional certificate may be issued to a candidate for a teaching position upon special request by the LEA. The request must be considered by a team consisting of a dean, an administrator, and an SEA† official. The provisional certificate is issued on the basis of an agreed contract with an approved *SCDE*. This certification mechanism is rarely used. A certified instructor also may be endorsed provisionally in his or her minor field without meeting the initial endorsement requirement.

Alternative Certification Policies in the States (Continued)

State	Alternate Certification
Kentucky	When a fully certified teacher is unavailable, an LEA may request than an uncertified person be employed as an adjunct instructor.
Louisiana	An individual who has a bachelor's degree, a 3.0 overall GPA,[8] and met the NTE requirements, may enter an "intern program." The three-year intern program requires approval of the LEA. Candidates are supervised through an *SCDE* and all certification requirements must be met within the three-year period.
Maine	A person may be given a provisional certificate following a transcript analysis. If deficiencies are found, SCDE coursework is recommended.
Maryland	An individual with a bachelor's degree may receive a teaching certificate through transcript analysis conducted jointly by the SEA and the school district. An emergency or provisional certificate may be issued at the request of an LEA.
Massachusetts	The state encourages candidates to follow a program in an institution of higher education where certain requirements may be waived, if appropriate. Although rarely used, it is possible to be certified with a bachelor's degree following a detailed transcript analysis by the state.
Michigan	SB 261 proposed allowing school districts to hire noncertified people to teach in areas of science, technology, mathematics, and computer science as long as districts could demonstrate that certified teachers were not available. This bill died in committee.
Minnesota	An alternate certification route has been recommended for individuals who are considered career changes. Candidates must show success in another profession and work with an SCDE to complete necessary course requirements for certification.
Mississippi	Effective July 1986, a student with a bachelor's degree may apply for provisional certification once he or she has demonstrated proficiency by achieving above the 51st percentile on all four sections of the NTE. To achieve full certification, the individual must demonstrate professional competency through on-the-job assessment, and must complete 12 semester hours of college credit in educational psychology, teaching methods, evaluation/assessment, and history and social structure of the school.
Missouri	Following a detailed transcript analysis, a student with a bachelor's degree may obtain a life credential without an SCDE "sign-off," provided the student completes 24 semester hours in a teacher education program. These hours include student teaching, which may be waived for an experienced teacher.
Montana	No policy on Alternate Certification.
Nebraska	Legislative Bill 994 authorizes issuance of emergency certificates for students with a bachelor's degree who has passed the testing requirements. This option is contingent upon an LEA request to fill a vacant position.

Alternative Certification Policies in the States (Continued)

State	Alternate Certification
Nevada	An emergency certificate may be granted only by the state superintendent of education.
New Hampshire	Two avenues are open to alternate certification. Students with a bachelor's degree and teaching experience who have not completed an approved SCDE program, can take written and oral examinations in a subject area and have a transcript analysis performed.
New Jersey	The SEA has established an alternate certification system that contains the following components: A candidate must (a) hold a valid bachelor's degree, (b) pass a subject examination, (c) have an offer of employment from a school district, (d) undergo a 30-day or 200-clockhour "immersion" at regional teacher centers and participate in a continuing seminar at the center for a year. Following a series of classroom evaluations, the individual will be granted full certification, have the probationary period extended another year, or be denied certification.
New Mexico	The Education Reform Commission in the legislature has recommended a study on development of an alternate certification system.
New York	Certification can be granted to individuals with a bachelor's degree, who have passed the NTE, and for whom the SEA has prescribed entire work based on a transcript analysis. One year of paid experience in a Regent-recognized school can be substituted for student teaching.
North Carolina	The State Board of Education has adopted a policy of endorsements to facilitate legitimizing teachers who are teaching out of field. The state is in the process of developing guidelines for lateral entry into teaching from other professions.
North Dakota	Did not respond to Survey.
Ohio	Ohio does not have an alternate certification route. However, a temporary one-year credential is available for persons employed to fill a vacant position in a shortage area. Evidence of the shortage must be demonstrated in the request to the SEA for the one-year credential.
Oklahoma	Oklahoma has no alternative certification route. A 12-week summer program for emergency certification in need areas is under consideration.
Oregon	The Oregon Educational Coordinating Commission has recommended an alternate certification plan. Under this experimental program, college graduates who pass competency tests in basic skills, the teaching subject, and other education related areas would be granted certification. No more than 100 individuals would be permitted to be certificated in this manner. The C-BEST and NTE are under consideration for use with this plan.
Pennsylvania	Last summer, 20 of the 88 SCDEs in Pennsylvania were designated as sites from a Teacher Intern Program. Through the program, a student with a bachelor's degree and a letter from the SEA may be hired as a full-time teacher with the stipulation that he or she enroll in a teacher preparation program at one of the 20 sites. The candidate's approved program of instruction must be completed within three years to achieve permanent certification.

Alternative Certification Policies in the States (Continued)

State	Alternate Certification
Rhode Island	Did not respond to Survey.
South Carolina	Any person with an undergraduate major in a critical area may receive a provisional certificate. These individuals then have three years to meet state requirements. A new professional sequence is being developed for these teachers. The NTE is required before provisional certification.
South Dakota	The State Department of Education may issue an emergency certificate to applicants with a bachelor's degree from an approved institution of higher education, provided the applicant agrees to complete certification requirements at an SCDE within two years. Ten people are now teaching with this type of certificate.
Tennessee	There is no officially adoptable statewide alternate route. However, several institutions of higher education have been funded to develop a fifth-year program for second career individuals. The program would meet all state professional studies requirements and place the bachelor's degree holder in the classroom on a part-time basis.
Texas	Recently passed legislation states that a student who has a bachelor's degree, and passes basic skills and subject exams may be certified in a supervised internship program involving SEA prescribed teacher training and classroom management components. Rules for implementation are being developed.
Utah	Did not respond to Survey.
Vermont	Certification is available in three ways: by completing an approved teacher education program; by reciprocity; and by evaluation. To be certified by evaluation the applicant must have documented experience, competence and qualifications in teaching, and must be able to demonstrate these skills to a review board. Five percent of certificates are awarded in this manner, usually to people with teaching experience in parochial or private schools. New state regulations and guidelines have been set for certification. A Certification Review Board has been established to review middle school certification, student teaching practices, and the use of nonteachers to supplement professionals. The state now requires a master's degree or equivalent to teach. The definition of "equivalent" is being determined.
Virginia	Arts and sciences graduates may be given a provisional certificate if sponsored by a school system. Candidates are required to pass the NTE after which they are hired for two years' probation. During the two years probation, the teacher must complete nine semester hours through a school of education and undergo a state evaluation by independent observers. If these provisions are successfully completed, a full certificate is granted.
Washington	No policy on Alternate Certification.
West Virginia	An emergency credential may be granted to fill vacancies in critical shortage areas. The only way to obtain a West Virginia Teaching Certificate is through an approved SCDE program.

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Alternative Certification Policies in the States (Continued)

State	Alternate Certification
Wisconsin	Did not respond to Survey.
Wyoming	No policy on Alternate Certification.

Alternate Certification Policy (35)
No Policy on Alternate Certification (9)
Did not respond to survey (7)
[1]LEA = Local Education Agency
[2]SCDE = Schools, Colleges, and Department of Education
[3]C-Best = California Basic Educational Skills Test
[4]LEA-IHE = Local Education Agency - Institute of Higher Education
[5]NTE = National Teachers Examination
[6]P-PST = Pre-Professional Skills Test
[7]SEA = State Education Agency
[8]GPA = Grade Point Average

Appendix II

Extracted from: *Manual on Certification and Preparation of Educational Personnel in the United States*. National Association of State Directors of Teacher Education and Certification. Lansing, MI. 1984.

REQUIREMENTS, LIMITATIONS AND FREQUENCY-OF-ISSUANCE OF SUBSTANDARD, LIMITED OR EMERGENCY CREDENTIALS

	Issued to individual or employing agency (1)	Is a statement-of-need required? (2)	Credential is restricted to school district or county (3)	Renewal requirements (4)	What are the renewal requirements? (5)	What % of Total of Credentials Issued are E.S. or L. 80-81 (6)	81-82 (7)	82-83 (8)	No data avail. (9)
Alabama	Ind.	Yes	Yes	No		Less than 1%			
Alaska	Ind.	Yes	Yes	Yes	6 semester units within last 5 yrs				X
Arizona	Ind.	Yes	Yes	Yes	6 semester units				X
Arkansas	Ind.	Yes	Yes	Yes	6 semester units				X
California	Ind.	Yes	Yes	Yes	6 semester units(1)	18	19	13	
Colorado	Ind.	Yes	Yes	No		10	10	10	
Connecticut	Agency	Yes	Yes	Yes	6 semester units	Les than 1%			
Delaware	Ind.[1]	Yes	Yes	Yes	(2)	Less than 1%			
Dist. of Columbia	Ind.	Yes	Yes	Yes	6 semester units				X
Florida	Ind.	No	No Statewide	No		11	11	12	
Georgia	Ind.	Yes	No Statewide	Yes	Test plus 10 qtr. units				X
Hawaii	Ind.	No	No Statewide	No					X
Idaho	(1)	Yes	No Statewide	No	Cannot be renewed	Less than 1%			
Illinois	Either (1)	No	Yes	Footnotes Table D1					X
Indiana	Agency	Yes	Yes	Yes	6 semester units	5	4	3	
Iowa	Ind.	Yes	No Statewide	Yes	2 courses				X
Kansas	Either	Yes For Ind.	Yes	No					
Kentucky	Ind.	Yes	Yes	No					X

REQUIREMENTS, LIMITATIONS AND FREQUENCY-OF-ISSUANCE OF SUBSTANDARD, LIMITED OR EMERGENCY CREDENTIALS (Continued)

	Issued to individual or employing agency (1)	Is a statement-of-need required? (2)	Credential is restricted to school district or county (3)	Renewal requirements (4)	What are the renewal requirements? (5)	What % of Total of Credentials Issued are E.S. or L. 80-81 (6)	81-82 (7)	82-83 (8)	No data avail. (9)
Louisiana	Agency for Ind.	Yes	Yes	Yes	6 semester units				X
Maine	Ind.	Yes	No Statewide	No		6	6	6	
Maryland	Ind.	No	No Statewide	Yes	6 semester units	Less than 2%			
Massachusetts (1)	Agency	Yes	Yes	Yes	Substantial progress	Less than 1%			
Michigan	Agency	Yes	Yes	Yes	6 semester units	Less than 1%			
Minnesota	Ind.	Yes	No Statewide	Yes	8 quarter units				X
Mississippi	Ind.	Yes	Yes	Yes	6 semester units	10	8	Not Avail.	
Missouri	Ind.	Yes	Yes	Yes	8 semester units				X
Montana	Agency	Yes	Yes	Yes	12 quarter units	Less than 1%			
Nebraska	Ind.	Yes	Yes	Not (1) Renew	Not renewable				X
Nevada	Ind.	Yes (1)	(2)	No (3)	Not renewable (3)	Less than 1%			
New Hampshire	Ind.	Yes	Yes	Yes	Must show progress	Less than 1%			
New Jersey	Ind.	Yes	Yes	Yes	6 semester units	8	10	10	
New Mexico	Ind.	Yes	No Statewide	Yes	varies by certificate	4	4	4	
New York	Ind.	Yes	Yes	Yes	6 semester units	1	1	1	
N. Carolina	Ind.	Yes	No Statewide	Yes	6 semester units	Less than 1%			
N. Dakota	Ind.	Yes	Yes	Yes	12 quarter units	Less than 1%			
Ohio	Ind.	Yes	Yes	No		13	14	16	
Oklahoma	Ind.	Yes	Yes	Yes	8 semester units	9	7	6	
Oregon	Both	Yes	Yes	Yes	6 semester units	1	1	1	

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REQUIREMENTS, LIMITATIONS AND FREQUENCY-OF-ISSUANCE OF SUBSTANDARD, LIMITED OR EMERGENCY CREDENTIALS (Continued)

	Issued to individual or employing agency (1)	Is a statement-of-need required? (2)	Credential is restricted to school district or county (3)	Renewal requirements (4)	What are the renewal requirements? (5)	What % of Total of Credentials Issued are E.S. or L. 80-81 (6)	81-82 (7)	82-83 (8)	No data avail. (9)
Pennsylvania	Ind. (1)	Yes	Yes (1)	Yes	10 semester units	6	9	10 (5)	
Rhode Island	Ind.	Yes	Yes	Yes	6 semester units	Less than 1%			
S. Carolina	Ind.	Yes	Yes	Yes	6 semester units				X
S. Dakota	Agency	Yes	Yes	Yes	show progress (1)	4	4	4	
Tennessee	Ind.	Yes	No Statewide	Yes	9 quarter units				X
Texas	Agency	Yes	Yes	Yes	6 semester units	20	20	Not Avail	
Utah	Ind.	Yes	Yes	Yes	maximum effort (1)	1	1	1	
Vermont	DOES NOT ISSUE SUBSTANDARD, LIMITED OR EMERGENCY CREDENTIALS								
Virginia	DOES NOT ISSUE SUBSTANDARD, LIMITED OR EMERGENCY CREDENTIALS								
Washington	Ind.	Yes	Yes	No (1)	rarely renewable	Less than 1%			
W. Virginia	Ind.	Yes	Yes	Yes	6 semester units	5	6	7	
Wisconsin	Ind.	Yes	Yes			5	5	Not Avail.	
Wyoming	Ind.	Yes	No Statewide	No	non-renewable	3	3	2	
DODS									

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